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vocational only as they are based upon the results of careful analysis of the numerous commercial vocations for which training is practicable. Such analysis, he concludes, far from leading to a comprehension of "common elements" in the occupational needs of a group of workers, as "clerks in stores," making possible the organization for them of a worthwhile sort of training, points with certainty to a differentiation of the type here described:

Ten minutes' walk down the business street of any city will enable us to see working clerks in: soda water fountains; shoe stores; grocery stores; lumber and coal yards; department-store glove counters; hardware stores and stores for men's clothing. What are their common forms of vocational knowledge, skill, or ideal? Would not all attempts to give general commercial training to youths who might embark in these callings principally resolve themselves into solemn talks *about* salesmanship, supplemented by a few bits of specific training in the making of figures, use of cash registers, etc.?

Suppose, however, we had 100 boys of sixteen, all of whom were as desirous and certain of becoming grocers' clerks in small cities as dental students are of becoming practicing dentists; could we not readily devise means to provide at least two years of rich vocational education for them, on a half-time participation basis, probably on a wage of ten to fifteen cents per hour for 30 hours per week?

In other words it seems probable that we shall have to define "store clerk" vocations more specifically than we have heretofore done, as a basis for working programs. One inevitable consequence of this will be the differentiation of schools according to communities. Not every town could expect to have schools respectively for hardware clerks, drug-store clerks (some of whom are, of course, now trained—but not for salesmanship—in schools of pharmacy), shoe-store clerks and green grocer's clerks. But within a group of neighboring towns could readily be provided one of each of these forms of schools [pp. 199-200].

Others of the problems confronting the administrator of vocational education are analyzed in the same thoroughgoing way, and suggestions as specific and detailed are presented. The book will be read with interest by anyone concerned with the problems of this field, whether or not the point of view expressed by the author with reference to any particular one of these problems can be accepted.

Educational conditions in Siberia.—During the year 1918 Dean Russell, of the College of Education of the University of Iowa, was sent to Russia in the service of the Educational Division of the Committee on Public Information. One of the results of his mission has been the preparation of a book¹ discussing the educational situation as it existed there at that time.

The book opens with an explanation of the general conditions in the country and the effect upon education of the recent political upheavals. Following this, six chapters are devoted to an explanation of the various grades of education and their form of organization. The discussion is supplemented

¹WILLIAM F. RUSSELL, *Schools in Siberia*. Philadelphia: J. B. Lippincott Co., 1919. Pp. 135.

by reports, documents, and tables which throw much light upon the school problems of Siberia.

In the latter part of the book are two chapters entitled "Teachers' and Pupils' Unions" and "Experiences with Siberian Teachers." Permission for the organization of teachers' unions was one of the first privileges allowed by the Kerenski government, and these unions have rapidly attained great importance in the school system. The account of the teachers' meetings, described in the second chapter just mentioned, shows the enthusiasm and earnestness with which the teachers are attacking their problems.

In view of the difficulty of getting accurate information regarding conditions in Russia, the book is of especial value. Its limitations are expressed by the author in the following quotation:

This study, therefore, is based upon the results of personal observation and conferences. As far as it goes, it is accurate and carefully done. It probably is typical of all of Siberia. There is a possibility that it is not. It is an impression of an era in Russian educational history that is very important, for in the months of September, October, November, and December, 1918, the teachers of Siberia first had opportunity to use their new-found freedom in the administration of schools. The reader must remember, however, the limitations of this study [pp. 10-11].

The high cost of education.—The rapid rise in the cost of living during the last few years has caused many teachers to raise the question of how much salary increase is necessary to offset the change. The present cost of material and labor is causing anxiety over building policies for many superintendents and school boards. A recent monograph¹ from the Russell Sage Foundation gives information concerning each of the foregoing situations and will be welcomed by all school people.

The monograph discusses the increasing cost of education; teachers' salaries, with their relation to the cost of living and to the wages of other workers; the trend of building costs; necessary changes in school budgets; and sources of income for meeting increased school costs. The tables and diagrams give data for each year from 1840 to 1920, and afford a means of drawing comparisons between the Civil War period and the present time. Every school superintendent should have the information which the monograph contains.

Aside from the content, the method employed in the study will be of interest to students of education. Two statistical devices are employed which are worthy of much more extensive use. The first of these is the method of index numbers, which, while not a new statistical device, has not been commonly used in education. A second method of interest is the use of the coefficient of regression for determining the lines of general trend in school costs. While correlation coefficients are familiar to most students, the many possible

¹ W. RANDOLPH BURGESS, *Trends of School Costs*. New York: Russell Sage Foundation, 1920. Pp. 142. \$1.00.